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ABSTRACT

The collective bargaining agreement between Pittsburg State University (Kansas) and the Pittsburg State University Chapter (218 members) of the National Education Association covering the period July 1, 1985-June 30, 1986 is presented. Items covered in the agreement include: salaries, performance appraisal, allocation of annual faculty salary increments, salary generation for fiscal year 1987, summer employment procedures, out-of-state travel, retrenchment, personnel reduction procedure, personnel recall procedure, faculty non-reappointment because of academic program discontinuance, faculty due process, personnel files, tenure, promotion, academic rank, sick leave, retirement, hours of work, operational procedures for instructional workload, wearing apparel, jury duty, shift differential, and grievance procedure. Appended is a definition of teaching, scholarly activity, and service from "The Core of Academe," Office of Academic Affairs, Pittsburg State University, 1983. (SW)

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AGREEMENT BETWEEN

PITTSBURG STATE UNIVERSITY/ KANSAS NATIONAL EDUCATION ASSOCIATION

AND

PITTSBURG STATE UNIVERSITY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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RECOGNITION

The Kansas Board of Regents and Pittsburg State University recognize Pittsburg State University/Kansas National Education Association as the representative for the purpose of meeting and conferring and the settlement of grievances on behalf of faculty members in the meet and confer unit certified by the Kansas Public Employee Relations Board in Case No. UE 2-1974, which is composed of all General Department Teaching Faculty, Vocational Technical Institute Faculty, and Learning Resources Faculty but excludes Administrative Personnel, Departmental Chairpersons, Non-Professional Employees, and Temporary and Part-time Faculty, with respect to the University's obligation to meet and confer, as this term is used in Section 2(m), Session L. 1971, ch. 264 as amended K.S.A. 75-4322(m).

SALARIES

I. For the 1985-86 academic year, it is agreed by and between the parties that those faculty salary funds for faculty included in the Meet and Confer Unit ("Unit") shall be divided in the following proportions:

A.	Base Salary Total	$
B.	Sum of Adjustments	
C.	Merit Increment Total	
D.	Grievance Fund	
	TOTAL	$

II. DEFINITIONS

A. "Base Salary Total" is defined as the sum of previous year's salaries of all continuing unit members.

B. "Sum of Adjustments" shall be defined to include promotions, corrections for historical inequities, corrections for affirmative action purposes and marketplace considerations. An advisory committee consisting of three administrators appointed by the President of PSU and three unit members appointed by PSU/KNEA will review all adjustment requests, except promotions, and make recommendations to the President of PSU. Requests for adjustments shall be submitted to the Committee by October 15 (45 days after ratification) and the Committee shall complete its work by December 1 (90 days after ratification).

C. "Merit Increment" shall be defined as the sum representing salary improvement in reward for the level of excellence of an individual's performance.

D. "Grievance Fund" shall be defined as the monies provided to process and redress salary grievances as provided herein.

III. SALARY ALLOCATION

A. Performance Appraisal Guidelines and Procedures

1. Introduction

Pittsburg State University is committed to facilitating high levels of faculty achievement in teaching, scholarly activity, and service.[1] As in any institution, levels of achievement of faculty competencies vary within the diverse components that make up the University. It is a difficult but not impossible task to attain equal levels of high achievement in all areas simultaneously. It is more realistic to find high levels of achievement in some combination of teaching, scholarly activity, and service. The particular combination varies from one individual to the next and is recognized as being a blend of personal choice and university needs. No matter what level of achievement is attained in any one area, satisfactory performance is the norm for all three.

The appraisal of teaching, scholarly activity, and/or service tasks can be placed on a continuum from unsatisfactory to highly satisfactory. Quite often it is difficult to quantify such judgments. In order to provide faculty with some specific guidelines as to what would be considered an acceptable level of accomplishment for any one year, a number of variables must be taken into consideration: interests, expertise, and the desires of the faculty member; goals and objectives of the Department; and needs of the Department as perceived by the Department Chairperson after consultation with the Department as a whole. These variables are relevant to the criteria upon which an appraisal of the performance of the faculty member would be based. The degree to which accomplishments are achieved represents the qualitative aspect of the performance appraisal process. There should be a clear understanding on both the part of the faculty and the Department Chairperson concerning the qualitative and quantitative aspects of expected accomplishments. Achievement is relative to the objectives stated, the tasks performed, and the individual whose performance is being appraised. The degree of achievement is a matter of judgment based upon the statement of objectives, the annual report of accomplishments and other information available to the Department Chairperson.

Guidelines concerning the procedures, sequence of events, and categories of data that would be included in a performance appraisal follow.

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[1] These variables are broadly defined with examples in the publication Core of Academe, Office of Academic Affairs, Pittsburg State University, Fall, 1983. (See Appendix).

2. Procedures

The Performance appraisal process provides a foundation for an understanding between faculty members and their Department Chairpersons concerning professional objectives for the ensuing year and for the assessment of faculty accomplishments. Faculty who do not participate fully at each step (III, A, 2, a-g) will be ineligible for an adjectival rating; therefore, on the basis of non-participation will receive zero merit salary increment. The Department Chairperson has the responsibility and authority for evaluating faculty performance and for preparing the performance appraisal document.

Each department will use a method of evaluating faculty accomplishments in the areas of teaching, scholarly activity and service[1] which is consistent with the following steps. These steps are:

a. Chairpersons will meet with departmental faculty prior to January and develop departmental goals for the ensuing year within the resources available to them.

b. The faculty member prepares a written statement of objectives relevant to but not limited to the previously departmental objectives to be completed during the calendar year.

c. The faculty member submits this written statement of objectives to the Department Chairperson by February 15.[2]

d. The faculty member and the Department Chairperson discuss the proposed objectives and assign each objective to one of the nine categories making up teaching, scholarly activity and service listed below:

Teaching	Academic Program Planning and Development
	Instruction
	Instructional Support
Scholarly Activity	Research
	Scholarship
	Creative Endeavor
Service	Institutional
	Professional
	Community

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[2]Under extenuating circumstances these dates may be modified by mutual agreement between the Department Chairperson and the faculty member.

e. Faculty, in consultation with the Department Chairperson, assigns each of the areas of teaching, scholarly activity and service a weight, the sum of which adds to 100. These weights will reflect the assignments and objectives of the faculty member, the departmental needs, and must be within the ranges noted below:

Teaching	50 - 70
Scholarly Activity	20 - 40
Service	10 - 30

f. The Department Chairperson prepares a final statement of objectives, their assignment to categories, weights, of teaching, scholarly activity, and service and provides the faculty member with a copy of these objectives by March 1.[2] Changes in the statement of objectives, their assignment to categories, and weights may be made after consultation between the Department Chairperson and faculty member at any time during the calendar year.

g. By the last day of the fall semester,[2] the faculty member submits to the Department Chairperson a final report of the faculty member's accomplishments during the calendar year.

h. Based upon the initial statement of objectives, their assignment to categories, and the weights of teaching, scholarly activity, and service; the annual report of the faculty member; and any additional information discussed by faculty member and the Chairperson, the Chairperson assigns an adjectival rating to each of the three areas of teaching, scholarly activity, and service utilizing the following:

Unsatisfactory
Less than satisfactory
Satisfactory
Above Satisfactory
Highly Satisfactory

i. The Department Chairperson completes the Annual Performance Appraisal Form for each faculty member.

j. The Department Chairperson and the Dean will together review the performance appraisal of each faculty member within the School. After review by the Dean and Chairperson, the Annual Performance Appraisal Form for each faculty member will be prepared by the Department Chairperson, dated and signed by the Chairperson and the Dean. The Annual Performance Appraisal Form and all appended material is given to the faculty member by February 1.[2]

k. Directors of the Leonard H. Axe Library, the Office of Instructional Media, and the Vocational Technical Institute with the Vice President for Academic Affairs will review the

performance appraisals of faculty in these units. For purposes of this review, faculty of the Leonard H. Axe Library and the Office of Instructional Media will be merged.

1. The Department Chairperson and the faculty member shall discuss the contents of the Annual Performance Appraisal Form. The faculty member may append any comments, documents, or materials he or she desires to this final performance appraisal document within fifteen class days of the receipt of the document. At this point, the performance appraisal process will be completed, and neither party will add or delete from the Annual Performance Appraisal Form or its attachments.

B. Allocation of Annual Faculty Salary Increments

1. The Vice President for Academic Affairs will distribute to the School Deans and the Vice President for Academic Affairs a percent of the base salary of continuing faculty equal to the percent agreed to in the meet and confer process for merit salary increments.

2. From the funds allocated to the Schools, Library, and Institute the faculty will be awarded a fraction of the percentage of the appropriation dependent upon their Overall Performance Appraisal Rating. The fraction of the legislative percentage for merit salary increments will relate to an individual faculty member's performance appraisal as follows:

If a faculty member's Overall Performance Appraisal Rating is:	The faculty member's merit salary increment will be within the following fraction of percentages of the legislative appropriation:
Highly Satisfactory	1.16 - 1.30
Above Satisfactory	1.05 - 1.15
Satisfactory	0.95 - 1.04
Less than Satisfactory	0.50 - 0.94
Unsatisfactory	0

3. Merit salary dollars will be distributed by school and not by department. Deans and the Vice President for Academic Affairs will be expected to balance their merit salary budgets.

4. The base salary of each faculty member will be multiplied by the assigned merit increment percent and the resulting amount added to the base salary.

5. Salary adjustments and promotion increments will be added to the base salary plus the merit increment where appropriate.

6. The salary allocation process as contained in this Agreement shall be utilized for the performance appraisals completed during the term of this Agreement.

C. Performance Appraisal Grievance Procedure

1. Scope and Definitions:

a. For purposes of this article, a "grievance" shall be defined as an allegation or complaint by an individual faculty member that his or her overall performance appraisal adjectival rating is unjust or unfair in light of the faculty member's performance appraisal and the Performance Appraisal Guidelines and Procedures article of this Agreement.

b. The term "faculty" shall be defined as:

All General Department Teaching Faculty, Vocational Technical Institute Faculty, and Learning Resources Faculty and will not apply to the Administrative Personnel, Departmental Chairpersons, Non-professional Employees, Temporary and Part-time Faculty.

c. Whenever possible, faculty are encouraged to discuss freely any problems or misunderstandings with concerned parties as they arise in an effort to avoid the necessity of activating this Grievance Procedure. A conscientious effort will be made to redress through this process and resolve difficulties at the lowest level possible.

d. The Grievance Fund shall be utilized as needed to adjust merit increment ranges of faculty members whose grievances result in changes in their overall performance appraisal adjectival ratings. In the event that the Grievance Fund is not fully expended for adjustments as provided hereinabove, and for arbitration fees, any unexpended balance shall be divided equally among unit faculty members by being added to each such faculty member's salary.

e. Any performance appraisal grievance may not proceed to advisory arbitration prior to July 1. Any performance appraisal grievance not finally resolved (including advisory arbitration, if applicable) shall be deemed abandoned by November 15. No merit increment adjustments may be made until all performance appraisal grievances are completed. In the event that the Grievance Fund is insufficient to satisfy all recommended adjustments resulting from changes in overall performance appraisal ratings through the grievance process, the Fund shall be expended to all successful grievants on a pro rata basis.

2. Grievance Process:

Step 1: A faculty member who has a grievance will file a written statement with his/her department chairperson within ten class days from the date of receipt of his/her overall performance appraisal. This statement will include:

a. The name of the grievant;

b. The statement of the facts giving rise to the grievance;

c. The date of the initial submission of the grievance in writing.

The department chairperson will respond in writing within ten days.

Step 2: If the grievance is not settled in Step 1, the grievant may make a formal appeal to the dean of his/her school, or to the Vice-President for Academic Affairs for those members not affiliated with a school. The dean or the Vice-President for Academic Affairs will hear the appeal.

This appeal must be made in writing within ten days after receipt of the written decision of the chairperson. The designated administrator will review and investigate the grievance in a manner he/she deems appropriate and will render a written decision within ten class days of the receipt of the grievance.

Step 3: If the grievance is not settled in Step 2, the grievant may make a formal appeal to the President of PSU. The written appeal must be filed within ten class days of the decision in Step 2. Copies of the original statement by the grievant and the decision made by the chairperson and the dean or Vice President for Academic Affairs must be submitted with the appeal. The President's decision shall be final and binding, unless the grievant proceeds to Step 4 of this Grievance Procedure with the approval of PSU/KNEA.

Step 4: Within ten days from the date of the decision of the President, the grievant may file a written request for an advisory arbitration of the grievance with the written approval of PSU/KNEA. Either party shall forthwith request from the American Arbitration Association one list of five arbitrators for striking purposes. Within two days of receipt of

the list, the parties shall determine by lot which party shall have the right to strike the first name from the list. The party having the right to remove the first name shall do so within two days, and the parties shall alternately strike until one name remains. The striking process shall take no more than three days. The person whose name remains shall be the arbitrator. The parties' designees may mutually agree to reasonable extensions of these timelines.

The arbitrator so selected will confer with the representatives of PSU and PSU/KNEA and hold hearings promptly and will issue his/her decision not later than ten days from the date of the close of the hearing, or if the hearing has been waived, then from the date the final written statements and proofs are submitted to him/her. Neither party shall be permitted to introduce in the arbitration proceedings any evidence which was not either submitted to the other party in prior steps on this grievance or submitted to the other party at least five days in advance of the commencement of the arbitration proceedings. The arbitrator shall forward his/her recommendation to both parties.

The President shall then make the final decisions within fifteen days from receipt of the arbitrator's recommendation on whether and to what extent to follow the recommendations of each arbitration.

3. Advisory Arbitration:

   a. Posthearing briefs may be submitted to an arbitrator following an arbitration hearing if such briefs are postmarked no later than five days following the close of the hearing.

   b. An electronic recording of the arbitration hearing may be made at the arbitrator's request for the arbitrator's use only. No stenographic record will be kept.

   c. The fees of arbitration, up to a maximum of $300 per arbitration, shall be deducted and paid from the Grievance Fund. Arbitration fees and expenses in excess of $300 shall be divided equally between PSU/KNEA and PSU.

   d. It shall be the faculty member's burden to prove that the overall performance appraisal adjectival rating is inconsistent with all data incorporated

within the performance appraisal form and all materials submitted and appended as of the time of the meeting between the faculty member and the chairperson to discuss the contents of the Annual Performance Appraisal Form (see #IV.A.2.12, p. 8).

e. No person employed by an institution of higher education shall be eligible to serve as an arbitrator. No arbitrator may hear more than one grievance in any year.

f. The arbitrator shall make a written recommendation to the President. A copy of the recommendation shall simultaneously be furnished to PSU/KNEA.

g. The President may adopt, modify or reverse the recommendation of the arbitrator. The President shall notify the grievant in writing of his determination.

4. Other Provisions:

a. All time limits will consist of "class days," which are defined as any day on which normal classes or examinations are held. Time limits may be extended by mutual agreement.

b. No restraining, coercive, discriminatory or retaliatory action of any type will be taken against a faculty member by any supervisor because of the faculty member's desire to initiate or participate in a grievance.

c. Failure of the grievant to appeal a decision at any step within the specified time will constitute an acceptance of the previous step. Failure of PSU to respond within the timelines provided will constitute acquiescence to the relief sought by the grievant.

d. All parties shall recognize a mutual professional obligation to keep discussions confidential during the procedural stages of a grievance. Records of grievance procedures will be kept separate from the personnel files, but all the documents must be readily available to proper authorities and the parties.

e. Only grievances that occur after the effective date of this Agreement will be processed hereunder.

D. Intra-Range Grievance Procedure

1. Scope and Definitions

a. For the purposes of this article a "grievance" shall be defined as an allegation or complaint by an individual faculty member that the faculty member's merit salary increment within the salary range assigned based upon the adjectival rating was unjust or unfair.

b. The term "faculty" shall be defined as:

All General Department Teaching Faculty, Vocational Technical Institute Faculty, and Learning Resources Faculty and will not apply to the Administrative Personnel, Department Chairpersons, NonProfessional Employees, Temporary or Part-time Faculty.

c. Whenever possible, faculty are encouraged to discuss freely any problems or misunderstandings with concerned parties as they arise in an effort to avoid the necessity of activating this grievance process. A conscientious effort will be made to redress prior to or through this process and resolve difficulties at the lowest level possible.

d. The Grievance Fund shall be utilized as needed to adjust merit increments of faculty members whose grievance results in salary increment changes. In the event that the Grievance Fund is insufficient to satisfy all recommended adjustments resulting from changes in the salary increment, the Fund shall be expended to all successful grievants on a pro rata basis.

e. Faculty members may use either the Performance Appraisal Grievance Procedure or the Intra-Range Grievance Procedure. A faculty member who files a grievance under the Performance Appraisal Grievance Procedure shall be precluded from filing an appeal under the Intra-Range Grievance Procedure.

2. Appeal Process

Step 1: Faculty members who have a grievance concerning their merit salary increment within the salary range assigned shall submit a letter of inquiry to their Dean or to the Vice-President for Academic Affairs for those members not affiliated with a school or college. This letter shall be submitted within ten class days from the date of the official notice of the faculty member's salary increment

for the year in question. This letter of inquiry shall include the:

a. name of the grievant,
b. statement of facts giving rise to the grievance,
c. reason or reasons why their merit salary increment within the salary range assigned is believed to be unfair or unjust, and the
d. relief sought.

The designated administrator shall review the grievance and shall render a written decision including a rationale for the assignment of the merit increment of the faculty member within the specific range. The written decision shall be rendered within ten class days of the receipt of the grievance.

Step 2: If the grievant is not satisfied by Step 1, he/she may appeal to the President. A written appeal must be filed within ten days of the receipt of the results of Step 1. Copies of the original statement of the grievant and the decision of the Dean or Vice President for Academic Affairs must be submitted with the appeal. The President shall review the appeal and shall render a written decision within ten days of the receipt of the appeal. The President s decision shall be final and binding.

3. Other Provisions

a. All time limits shall consist of "class days" which are defined as any day on which normal classes or examinations are held. Time limits may be extended by mutual agreement.

b. Failure of the grievant to appeal a decision at any step within the specified time shall constitute an acceptance of the previous step. Failure of the administration to respond within the timeliness provided shall constitute acquiescence to the relief sought by the grievant.

IV. SALARY GENERATION FY 1987

The Board of Regents shall recommend as a part of its fiscal year 1987 budget request, an increase in the unit salary base of seven percent to be distributed on the basis of merit. It is recognized that any recommendation is subject to legislative action and approval by the Governor.

V. SALARY GENERATION PROCEDURES

Meeting and conferring over salary generation is time specific. Deadlines exist wherein decisions must be made concerning the funding requested. For this reason, the months and years as noted in these procedures serve the purpose of maintaining the steps in concert with the time sequence required.

A. Regents prepare salary package proposal. (October, Year One)

A. The Unit prepares salary package proposal. (October, Year One)

B. Meet and confer over the respective salary packages. (October, Year One to March, Year Two)

C. Agreement on salary package. (March, Year Two)

C. No agreement on salary package. (March, Year Two)

a. Mutually declared impasse on salary package.

b. Fact finding resulting in fact finding report. (March to May, Year Two)

c. Fact finding recommendations accepted by Regents and the Unit.

d. Fact finding not accepted nor completed by May, Year Two. Regents system salary package used.

D. Salary package included in PSU appropriate fiscal year budget request to Regents. (June, Year Two)

E. Salary package presented to Division of Budget with "good faith" effort on part of Regents as a component of the appropriate fiscal year budget request. (October, Year Two)

SUMMER EMPLOYMENT PROCEDURE

The following procedures shall be followed in determining which faculty members shall teach during the summer session. The terms dean, department chairperson, and academic unit are generic in nature and should be applied appropriately to the Vocational Technical Institute.

1. The Department Chairperson shall, in consultation with the faculty, prepare a staffing plan to support the summer session academic program and submit it to the Dean. The academic program of the summer session shall reflect programmatic and enrollment considerations. In preparing the staffing plan, the Chairperson shall propose the utilization of the expertise available among (1) qualified regular departmental faculty, (2) qualified regular University faculty, and (3) qualified visiting specialists with appropriate credentials. The Chairperson shall make his/her decision based upon the order listed above with the Chairperson determining whether available instructional personnel are qualified based on written statements of qualifications necessary to teach program offerings. The Chairperson, who shall prepare such written statements of qualification, shall make such statements available to any interested member of the faculty. Should there be more than one qualified individual in the category of faculty from which the selection is to be made, the Chairperson shall select that person with the highest academic rank, or if more than one of the qualified personnel are of equal academic rank, then such selection shall be based on the length of continuous full-time service to Pittsburg State University. Each department, however, may by a two-thirds vote of the regular full-time members of the departmental faculty, adopt alternate procedures subject to the approval of the Chairperson, for the selection of instructional personnel when such personnel are, in the judgment of the Chairperson, qualified to teach the proposed program offering. Such alternate procedures shall be filed with the Office of the Vice President for Academic Affairs.

2. After receiving all of the proposed staffing plans, and in consultation with the Department Chairperson, the Dean shall prepare a proposed summer program for the School and submit it to the Vice President for Academic Affairs.

3. After consultation with the Deans, the Vice President for Academic Affairs shall prepare the program for the University's summer session.

4. Every effort shall be made to complete this process by October 1.

5. Faculty will be compensated at a rate of 2/9 of their annual salary for full-time employment and for part-time employment at a fraction of 2/9 annual salary proportional to the fraction of full-time summer employment.

6. Full-time summer employment is defined by the 1985-86 Agreement (Hours of Work, II, B, 5 and 6). Part-time summer employment must be a proportional and rational fraction of the contractual definition of full-time employment. Exceptions must be submitted to the Office of Academic Affairs for approval by the Work-Load Committee.

OUT-OF-STATE TRAVEL

Out-of-state travel funds will be distributed utilizing the following procedure:

1. Determine the average of Fiscal Years 1984 and 1985 for budgeted University Other Operating Expenses (OOE).

2. Determine the average of Fiscal Years 1984 and 1985 for actual expended unit member OOE funded out-of-state travel (OST).

3. Divide the average OST by the average OOE to obtain the percentage of OOE allocated to expended unit OOE funded OST (OST%).

4. Multiply OST% by .8 to obtain 80% of OOE funded expended unit OST (.8 OST%).

5. Multiply the FY 1985 budgeted University OOE by .8 OST% to obtain the total unit OST to be distributed to unit members.

6. Divide the total OST to be distributed by the total number of unit members to obtain a unit member OST allocation.

7. Distribute to each department and academic unit OST funds equal to the amount of unit member OST allocation times the number of unit members in the department.

The OST funds allocated to each department will be administered by the Department Chairperson in consultation with the department faculty.

Any unit member OST funds unspent or unencumbered by February 1, 1986, will be returned to the Office of Academic Affairs for redistribution to unit faculty.

RETRENCHMENT

The following procedures used for the reduction of Unit members, how such personnel shall be laid off, and how they shall be recalled. The term dean is generic in nature as is the term academic unit. When read in this document, such terms appropriately apply to the Office of Instructional Media, the Leonard H. Axe Library, and the Vocational Technical Institute.

Personnel Reduction Procedures

1. The President shall inform the Vice President for Academic Affairs of the number of positions to be reduced. The Vice President for Academic Affairs shall, in conjunction with the Deans, determine the number and location of those reductions observing academic integrity.

2. The Deans, in conjunction with the Department Chairpersons, shall implement departmental reduction procedures, summarize the reductions to be made, and report them to the Vice President for Academic Affairs.

3. The Vice President for Academic Affairs shall forward the names of the reduced personnel to the President, who shall properly notify them of their termination, the conditions of their termination, the right to grieve the reduction, and the stipulations under which they may expect recall.

4. Although the University is not responsible for the ultimate placement of reduced faculty, it shall assist faculty in locating employment, both academic and non-academic, on a national basis to assist reduced personnel in locating new placements.

Personnel Recall Procedures

1. After a period of personnel reduction, the University must honor the reinstatement rights of faculty members released under the personnel reduction procedures for a period of one year from the date of termination.

2. If an academic unit is reallocated a faculty position within the time frame specified above, the Vice President for Academic Affairs shall inform all eligible faculty of that academic unit who have been notified and/or terminated of the reallocated faculty position.

3. The academic unit shall consider the qualifications of all eligible faculty for the position.

4. A notified and/or terminated faculty member recommended by the academic unit shall be offered the position by certified mail and given fifteen days to accept or decline the offer.

5. Faculty shall be reinstated at their former rank and tenure status and at a salary no less than the existing salary at the time of retrenchment.

6. The obligation of the University to faculty members released under personnel reduction conditions shall cease after one year from the date of termination.

FACULTY NON-REAPPOINTMENT BECAUSE OF ACADEMIC PROGRAM DISCONTINUANCE

Introduction

Non-reappointment of faculty occurs as the result of three contingencies: cause, financial exigency, and academic program curtailment or discontinuance. The policies and procedures below concern faculty non-reappointment due to academic program discontinuance only.[1]

In the life of a university, as knowledge expands and new academic programs flourish, some programs may diminish or become outmoded. In the process of discontinuing programs, three basic considerations must prevail: 1) maintenance of a strong and vigorous University, 2) fulfillment of commitments to students in the process of completing discontinued programs, and 3) the fulfillment of established faculty rights and due process to individual probationary or tenured faculty and unclassified staff members who may be subject to dismissal.

Dismissal of individual faculty may occur as a result of program discontinuance. Within the constraints and necessity of program integrity and departmental policies, faculty will be released by appointment category and academic rank in the following order: part-time, temporary, tenure earning, and tenured; instructor, assistant professor, associate professor, and professor.[2]

Procedures

After receiving notification of the discontinuance of a program from the President, the Vice President for Academic Affairs, upon the recommendation of the appropriate Dean or Director, shall recommend to the President which faculty members within the discontinued program are to be dismissed. Before notice of the intent to dismiss is given to tenured and tenure earning faculty, reasonable efforts shall be made to place the faculty member in another suitable position within the University. Affected faculty may apply for any open unclassified position and any teaching position not occupied by a tenured or tenure earning faculty member. If the faculty of the receiving department determines the affected faculty member is qualified the faculty member will be assigned that position. If placement in another position would be facilitated by a period of retraining then the affected faculty member will be awarded an appropriate sabbatical leave or leave with pay for that purpose. Pittsburg State University will attempt to make agreements with other institutions to facilitate affected faculty attending those institutions for retraining purposes.

If reasonable efforts at reassignment are unsuccessful, the Vice President for Academic Affairs shall give written notice of the intent to dismiss the faculty member. Notice shall include: a) a statement of the basis for the initial

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[1]Most of the provisions of this document also apply to academic programs discontinued as a result of the Kansas Board of Regents Program Review and University decisions. Those portions that do not apply to programs discontinued by the Board of Regents will be so noted.

[2]Assistant Instructor, Instructor, Principal Instructor, and Senior Instructor in the Vocational Technical Institute.

decision to dismiss, b) a description of the manner in which the initial decision to dismiss was determined, c) a disclosure of the statement upon which the Vice President for Academic Affairs relied to discontinue the program, and d) a statement of the faculty member's right to respond to the dismissal. Such notice shall be given observing the University's policy on standards of non-reappointment as set forth in the Unclassified Personnel Handbook.

Tenured faculty dismissed for reasons of program discontinuance will be retained for the time during which their programs are being phased out. During the time in which students in a discontinued program are permitted to complete their degrees, tenured faculty members shall be continued in their previous duties, or shall, be temporarily reassigned without a reduction in salary, rank or tenure status to other suitable positions within the University. The University will assist dismissed faculty in their efforts to secure acceptable positions during the phase out period. Dismissed faculty will have the right to retire or resign their appointments at their discretion during the phase out period.

Faculty Due Process

A faculty member shall have the right to grieve the Vice President's decision through the existing faculty grievance procedure. Such grievance shall be made in writing, and shall be filed within twenty days of the date of notification. The appeal may be based on the grounds that 1) dismissal was based on a statutory or constitutionally impermissible reason, 2) use of incomplete or erroneous data or information in the decision making process by the Vice President led to dismissal (that is, that the Vice President had insufficient basis in fact for selecting the appellant for dismissal), 3) no reasonable effort was made to place the faculty member in another suitable position in the University before the notice of intent to dismiss, or 4) the procedure surrounding the dismissal was improper.*

Improper procedure includes (but is not limited to):

(a) violation of the procedures outlined in "Recommendations for Academic Program Discontinuance" for arriving at the recommendation of discontinuance of the program in question. Such appeal, however, shall not address the substance of the recommendation.

(b) a violation of the procedures outlined in this document for arriving at the recommendation of non-reappointment of the individual.

Where the basis of the grivance is statutory or constitutional impermissibility, use of incomplete or erroneous data, or lack of effort, the burden of proof is on the faculty member. Where the basis of appeal is improper procedure, the burden of proof is on the Vice President. The faculty member shall have access to all relevant information in the possession of the administration to aid in preparing the case based on any of the grounds listed above.

*In the case of decisions to discontinue an academic program by the Board of Regents, "the procedure surrounding the dismissal was improper" will not be considered grounds for grievance.

If the program that has been discontinued should be reinstituted within three years from the date of declaration of discontinuance, faculty positions in that program shall not be filled unless the dismissed faculty member shall be offered reappointment at the same rank, salary, and tenure status as held previously, unless the faculty member is demonstrably unqualified for appointment in the reinstituted program. The faculty member will be given 30 days to accept or decline an offer of reappointment. If, after the three-year period, a position in the area of previous service of a dismissed faculty member is advertised, the faculty member shall, if possible, be notified and given an opportunity to apply.

PERSONNEL FILES

The University shall maintain official personnel files in the Office of the President for faculty members. These files shall be confidential. Any material in such files dealing with personnel and/or professional matters shall include authorship.

A faculty member or his/her designee shall have access to his/her personnel file during regular office hours provided there shall be no undue interference with the normal routine of the office. A faculty member's official personnel file shall not be removed from the office by the faculty member or his/her designee, and access to the file shall be only in the presence of someone in authority in the office.

If a faculty member designates another person to have access to his/her personnel file, the faculty member shall authorize the Office of the President in writing to release his/her file to that designee for examination.

A faculty member shall have the right to respond to or comment upon any material filed in his/her official personnel file. Such response or comment shall be affixed to the material and placed with it in the faculty member's file.

A faculty member shall have the right to have a copy of material filed in his/her official personnel file at personal expense. Copies will be made by a representative of the Office of the President upon request from the faculty member concerned.

University administrators shall have access to faculty personnel files in carrying out their official duties.

If a personnel file is duly subpoenaed, the faculty member involved shall be notified of such subpoena at the earliest possible time.

The original or a copy of an official personnel file shall be made available at a faculty member's grievance hearing on his/her written request.

That portion of a faculty member's personnel file relevant to a grievance being heard or a copy of that portion of the file may be introduced at a grievance hearing upon the written request of an administrative official involved in the grievance hearing of that faculty member.

TENURE SCHOOLS OF ARTS AND SCIENCES, BUSINESS AND ECONOMICS, EDUCATION, AND TECHNOLOGY AND APPLIED SCIENCE; THE LEONARD H. AXE LIBRARY, AND THE OFFICE OF INSTRUCTIONAL MEDIA

Beginning with the appointment to the rank of full-time instructor, recommendation for tenure shall be earned on the following schedule of probationary service at Pittsburg State University: Instructor, seven years; Assistant Professor, five years; Associate Professor, four years; and Professor, three years.

For initial appointments, any exceptions to the above probationary periods shall be stated in the letter of appointment.

Prior service in other institutions of higher education may be included in the probationary period, but the University reserves the right to determine at the time of appointment whether prior service shall reduce the probationary period. Any such arrangement shall be stated in writing at the time of appointment.

The Department Chairperson will provide the faculty member with a written report assessing the faculty member's progress towards achieving tenure in the department. This report shall be made at the end of the first year for ranks of associate professor and professor and at the end of the second year for ranks of instructor and assistant professor and once again at such time as requested by the faculty member.

Each report shall be based upon detailed departmental tenure criteria reflecting professional standards developed by the departmental faculty in consultion with the Chairperson and reviewed by the Dean and by the Vice President for Academic Affairs.

TENURE VOCATIONAL TECHNICAL INSTITUTE

Beginning with the appointment to the rank of full-time assistant instructor, recommendation for tenure shall be earned on the following schedule of probationary service at the Vocational Technical Institute: Assistant Instructor, seven years; Instructor, five years; Principal Instructor, five years; and Senior Instructor, four years.

For initial appointments, any exceptions to the above probationary periods shall be stated in the letter of appointment.

Prior service in other institutions of post-secondary education may be included in the probationary period, but the University reserves the right to determine at the time of appointment whether prior service shall reduce the probationary period. Any such arrangement shall be stated in writing at the time of appointment.

The Institute Director will provide the faculty member with a written report assessing the faculty member's progress towards achieving tenure in the Institute. This report shall be made at the end of the first year for ranks of Principal Instructor and Senior Instruction and at the end of the second year for ranks of Assistant Instructor and Instructor and once again at such time as requested by the faculty member.

Each report shall be based upon detailed Institute tenure criteria reflecting professional standards developed by the Institute faculty in consultation with the Director and reviewed by the Vice President for Academic Affairs.

PROMOTION SCHOOLS OF ARTS & SCIENCES, BUSINESS & ECONOMICS, EDUCATION, AND TECHNOLOGY & APPLIED SCIENCE, THE LEONARD H. AXE LIBRARY AND THE OFFICE OF INSTRUCTIONAL MEDIA

I. PROMOTION CRITERIA

To be considered for promotion, a faculty member shall be tenured or holding a tenure earning appointment and be able to demonstrate excellence in at least one of the three areas of: 1) teaching; 2) research, scholarship, and/or creative endeavor; 3) community and/or University service with accomplishment in the remaining two. Faculty are not expected to achieve excellence in each of the three areas, but they should be able to demonstrate professional accomplishments in all three. Faculty members shall select a primary basis for nomination for promotion from among teaching; research, and/or creative endeavor; and community and/or University service. It should be emphasized that the following criteria are broad and conceptual in nature and define a number of areas in which contributions to teaching, scholarship, and service may be made.

A. Excellence in Teaching

Teaching refers to the broad area of student/faculty interaction for educational purposes. Generally, a faculty member who excels in teaching is a person who guides and inspires students, maintains scholarship through sustaining breadth and depth of knowledge, contributes to understanding of subject matter, and facilitates the learning of students. A teacher should be able to demonstrate breadth of teaching competence in the content area, graduate committee membership, theses and special investigations directed, honors courses taught, contributions to course and curriculum development, use and preparation of instructional media (textbooks, laboratory manuals, computer programs, class projects, cases, video-tape, film, slides, transparencies, individual instructional modules, models and mock-ups, etc.), experimental instructional methods and techniques, attendance at institutes and other programs relevant to instruction and evidence of impact on students (student evaluations, pre and post-testing results, state board results, certification examination results, job placement, graduate school admissions, GRE and Millers Analogies results, etc.). Different categories of accomplishments are necessary to adequately reflect library and instructional media faculty activity.

B. Excellence in Research, Scholarship, and/or Creative Endeavor

A member of the faculty who excels in the field of research, scholarship, and/or creative endeavor conducts creative work appropriate to the area of specialization and disseminates such creative work to other colleagues on the Pittsburg State University campus, as well as on other campuses.

Persons whose primary strength is in the field of scholarly activity may find that such activity manifests itself as much in the work of students as through their own direct efforts. Criteria in this category will consist of demonstrable activity in such areas as publications (papers, monographs, textbooks, book reviews, abstracts, etc.); production, exhibition, or performances of creative works; lectures, papers, speeches presented at meetings or other educational institutions; attendance at institutes, short courses, or seminars related to the faculty member's discipline; grants and awards received; evidence of national or international recognition; and current research, scholarly activity, and/or creative endeavor projects in progress. The emphasis in this category is in the presentation of data that will substantiate the continuing scholarship of the faculty member in a particular discipline.

C. Excellence in Community and/or University Service

A faculty member whose contribution to the University is in the field of service should be productive in any one or a combination of the following: institutional service or professional service. The service must be performed because of competencies relevant to the faculty member's role at the University. Service provided through an avocational interest or associated with special talents not related to University appointment would not be considered. Excellence may be achieved by displaying leadership concerning academic and other University affairs, through counseling and advising of students in academic matters and personal problems. Faculty members may participate broadly in continuing education programs by teaching in non-credit courses or planning and leading workshops, seminars, and discussion groups. Outstanding public service contributions may be made by helping to implement regional community service and other types of field services. A significant contribution may be as an officer of a professional, technical, or scholarly society at the state or national level. The faculty member may also be highly regarded as a consultant to government and industry on technical matters. In all service categories, evidence must be presented to substantiate the quality and quantity of the service provided.

II. RANKS

The three levels of rank may be thought of as a continuum of performance from potential to actual — potential at the Assistant level to actual at the Professorial level. Following are definitions of each rank.

A. Assistant Professor

Promotion to Assistant Professor is based upon potential for professional development. A strong academic record should be present; and the individual should have completed, in most cases, a doctoral program. Where it is recognized by both faculty and administration that the doctorate is not the terminal degree, the recognized terminal degree plus relevant experience is a

requirement. There should be a clear indication that the individual has the aptitudes of a successful faculty member and will grow in stature and eventually qualify for the rank of Associate Professor. Normally, individuals promoted to Assistant Professor would be in prior rank for a period of four years. Promotion to this rank carries with it a salary adjustment of $250.

B. Associate Professor

Promotion to the Associate rank is based upon actual performance as well as future potential. The terminal degree appropriate to the discipline in which promotion is to be granted in all but exceptional cases is required. Above all, the individual should still be developing technically and professionally. Candidates for Associate Professor should be well on the way toward becoming productive members of the academic community. It is assumed that candidates meet all requirements of the Assistant Professorship prior to promotion to Associate Professor. Normally, individuals promoted to Associate Professor would be in the Assistant Professor rank for a period of five years. Promotion to this rank carries with it a salary adjustment of $450.

C. Professor

Promotion to full Professorship implies that the individual faculty member is recognized by professional peers as an outstanding contributor in a field of specialization and by associates and students as a contributing member of the Pittsburg State University academic community. The terminal degree appropriate to the discipline in which promotion is to be granted is required. In general, one holding the rank of Professor will be responsible for an important area of instruction; in addition, it is expected that such a person will have made notable contributions in some area of specialization. It is expected that the candidate will be recognized on the Pittsburg State University campus for outstanding contributions to the educational program of the University. It is assumed that candidates meet all requirements of the Associate Professorship prior to promotion to Professor. Normally, individuals promoted to the rank of Professor would be in the Associate Professor rank for a period of seven years. Promotion to this rank carries with it a salary adjustment of $650.

III. PROMOTION PROCEDURES

It is the responsibility of the individual faculty member to engage in those activities that shall eventually result in promotion to the next higher academic rank. It is the responsibility of the Department Chairperson to counsel and guide the faculty member into activities that shall increase the probability of promotion being granted. The Department Chairperson is expected to meet with faculty on a frequent and regular basis (certainly more than once or twice an academic year) in order to explore ways in which the University may support the faculty member's development in the areas of teaching, scholarly activity, and

University and community service. It is to the benefit of both individuals and the University to be sensitive to opportunities that present themselves in order to enhance the professional advancement of faculty members.

The Department Chairperson will provide the faculty member with a written report assessing the faculty member's progress toward promotion in academic rank. This report shall be made at the end of the second year in rank and once again at such time as requested by the faculty member.

Each report shall be based upon detailed departmental promotion criteria reflecting professional standards developed by the department faculty in consultation with the Chairperson and reviewed by the Dean and the Vice President for Academic Affairs.

IV. PROMOTION COMMITTEES

During the fall semester, the following promotion committees shall be formed from the PSU faculty (all those possessing academic rank):

1. Department Promotion Committees
2. School Promotion Committees
3. University Promotion Committee

Department Promotion Committees shall consist of faculty selected by any manner consistent with procedures acceptable to the Departmental faculty acting as a group. The Chairperson of the Department Promotion Committee shall be elected by the committee and shall vote.

Each School Promotion Committee shall consist of not fewer than five nor more than nine Associate and/or Full Professors. The Dean of the School shall determine the size of the committee within these guidelines. The faculty members of each School shall elect the members of the committee. The chairperson of the committee shall be elected by the members of the committee and shall vote.

The University Promotion Committee shall consist of faculty representatives of all Schools. There shall be not more than twelve faculty members (three from each School) who are Associate or Full Professors plus two members from the Library and Instructional Media. Faculty members shall be elected utilizing procedures established by School governance practices.

Academic administrators and faculty promotion committee chairpersons are responsible for assuring that candidates' dossiers are complete and in the recommended format. They are also responsible for assuring that the written justifications are relevant to the basis upon which the candidate is being considered for promotion and the data provided in the dossier. Dossiers and justifications should be returned to the prior level to be reconsidered if they have not followed these promotion procedures and guidelines.

V. NOMINATING FACULTY FOR PROMOTION

At the completion of the year prior to the appropriate number of years in rank (for promotion to Assistant Professor - 3 years in rank as Instructor, for promotion to Associate Professor - 4 years in rank as an Assistant Professor, for promotion to Professor - 6 years in rank as an Associate Professor) the faculty member shall be nominated for candidacy for promotion by his/her Chairperson. Only faculty members holding a tenured or tenure earning appointment shall be considered for promotion in rank. In consultation with the nominee, each Chairperson must prepare a "Nomination for Promotion" form and submit that form to the Departmental Promotion Committee in compliance with the Promotion Procedure Schedule attached. If a faculty member does not wish to be nominated for promotion, the faculty member shall inform the Chairperson in writing of that preference.

The Department Promotion Committee shall review the data included on the "Nomination for Promotion" form and advise on the appropriateness of the nomination. The committee shall vote to recommend the nominee to be a Candidate for Promotion or to reject such nomination to candidacy. Criteria utilized to recommend or not recommend shall be years-in-rank and degree terminality, including any prior service credit. The nominee shall be advanced to candidacy or will be rejected as a candidate for promotion.

When a faculty member's nomination for candidacy is rejected, the nominee shall be informed in writing the reasons for that decision. The nominee, if after reviewing the committee's reasons for not recommending advancement to candidacy, still desires to be considered a candidate, may declare him/herself a candidate and complete the promotion procedure.

VI. BECOMING A CANDIDATE FOR PROMOTION

If the nominee is advanced to candidacy by the Departmental Committee or himself/herself, the candidate and the sponsor (or the nominee himself or herself) shall prepare a promotion dossier. The candidate shall determine the content of the dossier and bear the primary responsibility for preparing the dossier within the given guidelines. No changes may be made in the dossier without the permission of the candidate. Guidelines for preparing dossiers and a sample dossier shall be available from the Office of Academic Affairs.

In rare cases, faculty members may be nominated as a candidate for promotion early. For unusually qualified persons, early nomination shall be permitted, but in no case, shall such nominations be earlier than two years prior to the termination of the required years in rank (for promotion to Assistant Professor - 2 years in rank as Instructor, for promotion to Associate Professor - 3 years in rank as Assistant Professor, for promotion to Professor - 5 years in rank as Associate Professor). This nomination may be made by any member of the Pittsburg State University academic community, the Chairperson, or the faculty member.

Promotion committees and members of the administration shall be required to provide written justification of promotion recommendations. These statements will represent the professional judgments of the authors concerning the candidates' qualifications for promotion. Individuals writing these justifications should be cognizant of the goals and objectives of the Department, School, and University and make remarks in light of the evidence presented in the dossier. Comments concerning the information present in or absent from the dossier in the areas of teaching, scholarly activity, and community and University service relevant to the qualifications of the faculty member should be made in this justification. Comments concerning activities in which the candidate could be involved that would strengthen the dossier shall also be included.

VII. REVIEWING CANDIDATES FOR PROMOTION

All actions by any promotion committee, Department Chairperson, Dean or Vice President shall be communicated to the candidate prior to the next level of review. Candidates may provide responses to recommendations made by faculty promotion committees, Chairpersons, Deans, and/or the Vice President for Academic Affairs prior to the forwarding of the dossier to the President. Faculty should address such responses to the next level of review with a copy to the President and the relevant reviewing body or person.

The promotion dossier shall be reviewed by the Department Chairperson, who shall recommend or not recommend the candidate for promotion in writing and provide justification for any recommendation that is made. As a part of this justification, the Chairperson shall summarize the performance appraisals of the candidate for the period being reviewed. The Department Promotion Committee shall receive nominations for promotion from the Department Chairperson. The committee shall review and discuss the dossiers and vote on the candidate, recording the vote in the place provided on the dossier cover sheet. The Department Promotion Committee shall prepare for inclusion in the dossier of each candidate a statement supporting their recommendation. All dossiers containing the Chairperson's and Departmental recommendation shall be sent forward to the Dean of the relevant School, except when the promotion is withdrawn by the candidate.

The Dean shall review the dossier and shall recommend or not recommend the candidate's promotion. The recommendation shall be in writing and shall include a justification of the decision made. Reasons must be given to support both a positive and negative recommendation.

Upon receiving the dossier from the Dean, the School Promotion Committee shall discuss and review the promotion dossiers and vote on each candidate. The School Promotion Committee shall prepare for each candidate a statement supporting its recommendation. This statement shall become a part of the dossier. All cases, regardless of the recommendation (except when the promotion is withdrawn by the candidate), shall be sent forward to the University Promotion Committee.

The University Promotion Committee shall receive nominations for promotion from all School Committees, and the Library and Instructional Media when appropriate. This committee shall consider all candidates for promotion, and after the committee has reviewed the dossiers of all candidates, it shall vote on each candidate and provide a written rationale for its recommendation. Upon completion of this task, the dossiers shall be forwarded to the Vice President for Academic Affairs. The Vice President shall recommend or not recommend, justify those recommendations in writing, and forward them to the President.

Upon receiving the recommendations of the Vice President for Academic Affairs, the President shall review the dossiers and make recommendations to the Board of Regents at the appropriate time. If the President's recommendation differs from that of the Vice President for Academic Affairs, the President shall provide in writing a rationale for such difference. Any recommendations forwarded to the President shall become part of the candidate's official personnel file.

Faculty members may submit documentation concerning their promotion recommendations for retention in their official personnel file.

Promotions are grievable under provisions in the 1984-1985 Agreement between PSU/KNEA and the PSU Administration/Board of Regents.

VIII. PROMOTION PROCEDURE SCHEDULE

May	First call for promotion nominations.
August	Second call for promotion nominations.
	Departmental, School, and University Promotion Committees elected.
	Nomination for Promotion forms to Departmental Committees.
	Advancement to Candidacy notifications to nominees.
September	Dossiers to Department Chairpersons.
	Dossiers to Departmental Promotion Committees.
October	Dossiers to School Deans.
	Dossiers to School Promotion Committees.
November	Dossiers to University Promotion Committee.

December	Dossiers to Vice President for Academic Affairs.
January	Dossiers to President.

PROMOTION VOCATIONAL TECHNICAL INSTITUTE

I. PROMOTION CRITERIA

To be considered for promotion, a faculty member shall be able to demonstrate excellence in at least one of the three areas of: 1) teaching, 2) professional development, 3) Institute service and leadership, with accomplishment in the remaining two. Faculty are not expected to achieve the same level of excellence and accomplishment in each of the three areas. Faculty members shall select a primary basis for nomination for promotion from among teaching, professional development, and service. The Institute is chiefly a teaching unit, and, while the faculty should be able to demonstrate performance in professional development, as well as Institute service and leadership, the area of teaching is a component of major importance. The following guidelines are broad and conceptual in nature and define a number of areas where contributions may be made. This should not be considered a listing of items to be accomplished, but as a description of the types of performance to be expected.

A. Teaching

Teaching refers to the specific area of transmitting to the students the knowledge, skills, and work values required for obtaining above entry level positions for the areas being trained. The exception to the above is Cosmetology, where entry level competency is required. While maintaining a substantial breadth and depth of teaching competencies in the technical or trade area is mandatory, the teacher must be able to demonstrate the ability to transmit or show major contributions in the development and updating of curriculum, instructional materials, and resource systems; and attempts at creating an environment which is conducive to learning. A teacher should be able to show evidence of an impact on students' learning. Desirable, but less measurable, is evidence that the students desire to maintain a quality level of workmanship.

B. Professional Development

Professional development activities occur in a number of environments: public institutions, private settings, and government agencies. Such activity is distinguished from work experience in that the specified purpose for the activity is the attainment or acquiring of new knowledge and new skills. For example, a twelve-week summer experience in carpentry for a local contractor is work. A two-week workshop on energy efficiency systems at a worksite and sponsored by the Department of Energy is professional development. With properly planned professional development activities, a faculty member will be cognizant of new and innovative

industrial processes. The attainment of University degrees to a sufficient level to insure competence in the profession is critical to one's success. The level or type of degree(s) needed is dependent upon many variables based on the individual's past experiences and will be evaluated on an individual basis.

C. Institute Service and Leadership

The uniqueness of the Institute as a skill teaching activity integrated into a University campus provides many avenues for the Institute to extend its areas of expertise into the University and industrial communities. Opportunities for the faculty to perform services to the University and the Institute by participation in academic governance activities are many. Service on committees is a responsibilty of Institute faculty citizenship. In the vocational and technical professional organizations, opportunities abound to contribute at the state and national level. Leadership in upgrading training for industry and technical workshops for other vocational and technical teachers is another area of potential. Specialized services to current students and alumni in employment selection is still another area of opportunity. In all service categories, evidence must be presented to substantiate the quality and quantity of the service provided. The service must be performed because of competencies relevant to the faculty member's role in the Institute.

II. RANKS

The four levels of rank may be thought of as a continuum of performance from potential to actual. Following are definitions for each rank.

A. Assistant Instructor

This academic rank is the entry level of the Institute career ladder. To qualify for this academic rank, individuals shall have: a high school diploma or equivalent, two years' continuous work experience beyond the learner level in the trade he/she will teach, and be able to pass the trade competency test in that trade area.

B. Instructor

Promotion to instructor is based upon present competency and experience as well as potential for professional development. The individual shall have completed, in most cases, an associate degree or equivalent college/university work (60 semester hours credit). College/university credit may include work experience hours awarded via the trade competency test administered by Pittsburg State University. Successful teaching experience is required for promotion. Accomplishments in Institute service, Institute leadership, and professional development is expected. There should be a clear indication that the individual has the aptitudes to be a successful faculty member and will develop professionally and

eventually qualify for the rank of principal instructor. Normally, individuals promoted to instructor would be in prior rank for four years and meet all requirements of assistant instructor. Promotion to this rank carries with it a salary adjustment of $250.

B. Principal Instructor

Promotion to the rank of principal instructor is based upon actual performance, as well as future potential. The attainment of a bachelors degree (or its equivalent) is required. The faculty member should still be developing technically and professionally. Candidates for principal instructor should be able to demonstrate effective teaching and have solid achievements in the areas of leadership, service, and professional development. It is expected that candidates meet all requirements of the instructor position prior to promotion to principal instructor. Normally, to achieve this rank, the individual must have been in the prior rank for five years and meet all requirements of instructor. Promotion to this rank carries with it a salary adjustment of $450.

C. Senior Instructor

Promotion to senior instructor rank implies that individuals are recognized by their peers as outstanding contributors in an area of specialization and by associates and students as a contributing member of the Institute. It is expected of individuals holding this rank to have made notable contributions in their area of teaching and be able to demonstrate state-of-the-art competency in their area of specialization. To qualify as a senior instructor, an individual must have attained a graduate level degree (or its equivalent), demonstrated high achievement in teaching, shown accomplishment and leadership in professional development, and have an established Institute and community service record. Evidence of recent technical upgrading in the area of specialization is expected. Normally, an individual must have served in the previous rank for six years and meet all requirements of principal instructor. Promotion to this rank carries with it a salary adjustment of $650.

Only faculty members holding tenure earning appointments in the Vocational Technical Institute are eligible for promotion. Part-time or temporary faculty, regardless of their title, are not eligible for nomination for promotion.

III. PROMOTION PROCEDURES

It is the responsibility of the Institute Director to counsel and guide the faculty member into activities that shall increase the probability of that promotion being granted. The Institute Director is expected to meet with faculty on a frequent and regular basis in order to explore ways in which the Institute may support the faculty member's development in the areas of teaching, professional development, and Institute

service and leadership. It is to the benefit of both individuals and the Institute to be sensitive to opportunities that present themselves in order to enhance the advancement of faculty members.

The Director of the Vocational Technical Institute will provide the faculty member with a written report assessing the faculty member's progress towards promotion in instructional rank. This report shall be made at the end of the second year in rank and once again at such time as requested by the faculty member.

Each report shall be based upon detailed Institute promotion criteria reflecting professional standards developed by the Institute faculty in consultation with the Director and reviewed by the Vice President for Academic Affairs.

IV. PROMOTION COMMITTEE

During the fall semester, the Vocational Technical Institute shall form an Institute Promotion Committee from VTI faculty (all those possessing academic rank of instructor and above).

The Institute Promotion Committee shall consist of faculty selected by any manner consistent with procedures acceptable to the Institute faculty acting as a group. The Chairperson of the Institute Promotion Committee shall be elected by the committee and shall vote.

Academic administrators and faculty promotion committee chairpersons are responsible for assuring that candidates' dossiers are complete and in the recommended format. They are also responsible for assuring that the written justifications are relevant to the basis upon which the candidate is being considered for promotion and the data provided in the dossier. Dossiers and justifications should be returned to the prior level to be reconsidered if they have not followed these promotion procedures and guidelines.

V. NOMINATING FACULTY FOR PROMOTION

It is the responsibility of the individual faculty member to engage in those activities that shall eventually result in promotion to the next higher rank.

At the completion of the year prior to the appropriate number of years in rank (for promotion to instructor - 3 years in rank as assistant instructor, for promotion to senior instructor - 5 years in rank as a principal instructor) the faculty member shall be nominated for candidacy for promotion by the Director. In consultation with the nominee, the Director must prepare a "Nomination for Promotion" form and submit that form to the Institute Promotion Committee in compliance with the promotion timetable attached. If a faculty member does not wish to be nominated for promotion, the faculty member shall inform the Director in writing of that preference.

The Institute Promotion Committee shall review the data included on the "Nomination for Promotion" form and advise on the appropriateness of the nomination. The committee shall vote to recommend the nominee to be a Candidate for Promotion or to reject such nomination to candidacy. Criteria utilized to recommend or not recommend shall be years-in-rank, degree terminality for the rank to which the faculty member shall be promoted, including any prior service credit. The nominee shall be advanced to candidacy or shall be rejected as a candidate for promotion.

When a faculty member's nomination for candidacy is rejected, the nominee shall be informed in writing of the reasons for that decision. The nominee, if after reviewing the committee's reasons for not recommending advancement to candidacy, still desires to be considered a candidate, may declare him/herself a candidate and complete the promotion procedure.

VI. BECOMING A CANDIDATE FOR PROMOTION

If the nominee is advanced to candidacy by the Institute Committee or himself/herself, the candidate and the sponsor (or the nominee himself or herself) shall prepare a promotion dossier. The candidate shall determine the content of the dossier and bear the primary responsibility for preparing the dossier within the given guidelines. No changes may be made in the dossier without the permission of the candidate. Guidelines for preparing dossiers shall be available from the Office of Academic Affairs.

In rare cases, a faculty member may be nominated as a candidate for promotion early. For unusually qualified persons, early nomination will be permitted, but in no case will such nominations be earlier than two years prior to the termination of the required yuears in rank (for promotion to instructor - 2 years in rank as assistant instructor, for promotion to principal instructor - 3 years in rank as instructor, for promotion to senior instructor - 4 years in rank as principal instructor). This nomination may be made by any member of the Institute faculty, the Director, or the faculty member.

The Institute Promotion Committee and academic administrators shall be required to provide written justifications of promotion recommendations. These statements shall represent the professional judgments of the authors concerning the candidates' qualifications for promotion. Individuals writing these justifications shall be cognizant of the goals and objectives of the Institute and make remarks in light of the evidence presented in the dossier. Comments concerning the information present in or absent from the dossier in the areas of teaching, professional development, and service relevant to the qualifications of the faculty member shall be made in this justification. Comments concerning activities in which the candidate could be involved in that would strengthen the dossier shall also be included.

VII. REVIEWING CANDIDATES FOR PROMOTION

All actions by the Promotion Committee, Director, or Vice President shall be communicated to the candidate prior to the next level of review. Candidates may provide responses to recommendations made by the Promotion Committee, Director, and/or the Vice President for Academic Affairs prior to the forwarding of the dossier to the President. Faculty shall address such responses to the next level of review with a copy to the President and the relevant reviewing body or person.

The promotion dossier shall be reviewed by the Institute Director, who shall recommend or not recommend the candidate for promotion in writing and provide justifications for any recommendation that is made. As a part of this justification, the Director shall summarize the performance appraisals of the candidate for the period being reviewed. The Institute Promotion Committee shall receive nominations for promotion from the Director. The Committee shall review and discuss the dossiers and vote on the candidate, recording the vote in the place provided on the dossier cover sheet. The Institute Promotion Committee shall prepare for inclusion in the dossier of each candidate a statement supporting their recommendation. All dossiers containing the Director's and Institute's recommendation shall be sent forward to the Vice President for Academic Affairs. The Vice President shall recommend, justify those recommendations in writing, and forward them to the President.

Upon receiving the recommendations of the Vice President for Academic Affairs, the President shall review the dossiers and make recommendations to the Board of Regents at the appropriate time. If the President's recommendation differs from that of the Vice President for Academic Affairs, the President shall provide in writing a rationale for such difference. Any recommendations forwarded to the President shall become part of the candidate's official personnel file.

Promotions are grievable under provisions in the 1984-85 Memorandum of Agreement between PSU/ONEA and the PSU Administration/Board of Regents.

Faculty members may submit documentation concerning their promotion recommendations for retention in their official personnel file.

VIII. PROMOTION PROCEDURE SCHEDULE

May	First call for promotion nominations.
August	Second call for promotion nominations.
	Institute promotion committees elected.
	Nominations for promotion forms to the Institute Committee.

August (continued)	Advancement to candidacy and notifications to faculty members.
October	Dossiers to Director of the Institute.
November	Dossiers to the Institute Promotion Committee.
December	Dossiers to the Vice President for Academic Affairs.
January	Dossiers to the President.

SICK LEAVE

1. Faculty members accumulate sick leave at the rate of one (1) working day for each payroll period of service, with no limit on the number of days which shall be accrued. Sick leave with pay may be granted only for the necessary absence from duty because of the personal illness or disability or legal quarantine of the faculty member; or the personal illness or disability of a member of the faculty member's family when the illness or disability reasonably requires the employee to be absent from work. The use of sick leave for the illness or disability of a member of the faculty member's family shall be limited to not more than 40 hours of such leave in any fiscal year. Personal illness or disability will be defined to included pregnancy, termination of pregnancy, childbirth and the recovery therefrom. The faculty member's family shall included persons related to the faculty member by blood, marriage or adoption and minors residing in the faculty member's residence as a result of court proceedings pursuant to the Kansas code for care of children or the Kansas juvenile offenders code.

2. A faculty member taking sick leave must notify his/her immediate supervisor in sufficient time to permit accommodation of his/her responsibilities whenever possible.

3. Upon retirement a faculty member will be paid for accrued sick leave in accordance with State Statute.

4. If a faculty member exhausts his/her sick leave, he/she may request that the President seek from the Board of Regents a leave without pay for that faculty member.

RETIREMENT

I. Retirement Plan

A. Members of the faculty are eligible for and required to become members of the Board of Regents Retirement Plan as described in the Board of Regents' Retirement Plan for Regents' Institutions after two years employment.

B. The University contributes a statutorily prescribed amount of the faculty member's annual salary, while the faculty member also contributes at least a statutorily prescribed minimum amount, but may, subject to Internal Revenue Code limitations, contribute up to approximately 16% of that person's annual salary toward the purchase of a retirement annuity/equity.

C. New faculty members who are already covered by an approved contract or Regents Retirement Plan approved company are immediately eligible for entry into the retirement program.

D. Each faculty member shall be responsible for selecting either TIAA-CREF or one alternate investment provider (approved insurance companies) and the alternate investment options to which the faculty member's basic retirement contributions as provided for by K.S.A. 74-4925 as amended, are to be deposited. Only one alternate investment provider can be selected for use by a faculty member at a time. Only once but at any time during each calendar year the faculty member will be able to direct all future contributions to a new investment choice of either TIAA-CREF or a different alternate investment provider. The faculty member will be responsible for following the requirments and restrictions in each of the Regents retirement plans provider arrangements, including completion of forms as needed. The faculty member may utilize all alternate investment options offered by the alternate investment provider or TIAA-CREF selected by the faculty member within the limitations fo the agreement between the Board and the provider and the contract.

E. Faculty members who select the TIAA program as their retirement plan option are permitted to allocate premiums between TIAA and CREF in any proportion, including 100% to either company.

F. Institutions under the Board of Regents are authorized to approve the retirement transition benefit option available under each TIAA or CREF contract which permits an annuitant to elect to receive ten percent of his/her accumulation at the time he/she starts to receive his/her income.

G. Faculty members' contributions may be tax sheltered, subject to the limitations of Internal Revenue Code, under a salary reduction plan authorized at Pittsburg State University.

II. Normal Retirement

A. All faculty members in the TIAA-CREF plan shall retire not earlier than their sixty-second birthday nor later than the end of the academic year or summer session in which they attain age seventy.

B. The guidelines to determine the date of retirement for all faculty and staff at the end of the academic year following the seventieth birthday are as follows:

1. Twelve Month Faculty and Staff Covered by Regents Retirement Plan:

a. Who become age 70 on or after July 1 of any year but prior to September 1 shall retire no later than September 1 following attainment of age 70.

b. Who become 70 on or after September 1 of any year shall retire no later than July 1 following the date of attainment of age 70.

2. Nine Month Faculty Covered by Regents Retirement Plan:

a. Who become age 70 on or after June 1 but before September 1 of any year shall be retired on no later than the first of the month following the month that he/she attains age 70 unless employed in the summer session (June and July) to teach or do research, then such person so employed shall retire no later than August 1 following the attainment of age 70.

b. Who become age 70 on or after September 1 of any year but before June 1 shall retire no later than June 1 following the attainment of age 70.

III. Other Benefits

A retired faculty member shall:

A. Receive two complimentary tickets for events sponsored solely by the University. On special events, when a surcharge is required, the retired faculty will be responsible for paying the additional fee.

B. Receive one courtesy parking sticker.

C. Have full library privileges.

D. Have full use of physical education and recreation facilities.

E. Have office and laboratory space and secretarial support assigned to him/her if available. These perquisites may be assigned on a semester basis with the approval of the department chairperson and dean of the school in consultation with the retiree.

HOURS OF WORK

I. Rationale

A. The University defines faculty workload as consisting of:

1. instructional workload--which encompasses classroom teaching; problem and thesis advisement; supervision of instructional activities such as professional semesters, cooperative work experiences, internships, and practica; instructional management, private lessons; curriculum and course development; creation of teaching materials; implementation of instructional systems and strategies; and student evaluation and assessment.

2. other workload--which includes responsibilities for disciplinary research, scholarly activity, or creative endeavor; service to the academic community; outreach to the geographic region; academic advising; and equipment and facility development and maintenance.

B. The University recognizes that the concept of faculty workload raises a question concerning the balance between instructional and other workload. Faculty workload is in an optimum balance when the instructional demands of its academic programs are adjusted to allow faculty to maintain commitments to scholarly activity and research, to faculty citizenship, to University service, and to assisting the regional community the University serves.

C. Faculty workloads may differ among individual faculty depending on the professional orientation of the faculty member, the objectives of the department, and the mission of the University.

D. The University holds to the following general principles when considering instructional workload:

1. when making judgments about the instructional workload, consideration will be given to the total responsibilities borne by the faculty member;

2. instructional workload is a proper subject for discussion between department chairpersons and the faculty member and will not be assigned in the absence of such discussion;

3. instructional workload will reflect programmatic considerations;

4. assignment of instructional workload may vary from semester to semester but will average to an instructional workload norm over an academic year;

5. instructional workload assignments will be made within the resources, other than faculty and staff, available to the department;

6. instructional workload constrains the scheduling of classes;

7. scheduling of instructional workload will take into consideration evening classes, off-campus instruction, and patterns of course offerings;

8. number of course preparations (new and revised) influences instructional workload;

9. class size does not always have a relationship to instructional workload but when it does, adjustment will be made by providing staff support or creating multiple sections;

10. instructional workload will be expressed in terms of credit hour, contact hour, or some mixture of the two depending on the characteristics of the instructional activity;

11. because of the expanded responsibilities of the graduate faculty, graduate academic assignments will be reflected in the instructional workload;

12. differences between lower division and upper division undergraduate courses will not be reflected in instructional workload on a formal basis (700 level courses are normally considered to be undergraduate courses. An occasional exception may be made at the department level.)

II. Operational Procedures for Instructional Workload

A. The following procedures apply to the development of all instructional workload assignments:

1. Based upon teaching demands placed on the department by the curriculum, the department chairperson, after consultation with the faculty, will identify the total departmental instructional workload requirements to be met on a semester basis.

2. The department chairperson, after consultation with the faculty, will specify the instructional workload resources available to the department on a semester basis (considering the total faculty workload of the department) which will be used to build the schedule of classes.

3. Based upon the planned professional objectives and activities of the faculty member and the objectives of the department, the department chairperson and the faculty member will determine the faculty member's instructional workload.

B. Operational procedures for assigning individual instructional workloads are as follows:

1. the department faculty and chairperson will collectively determine with the approval of the dean, the extent to which credit hour guidelines, contact hour guidelines, or some mixture of both will be applied to the course offerings of the department;

2. assignment of instructional workload responsibilities involving exclusively undergraduate courses or less than six (6) credit (or nine [9] contact) hours of graduate teaching (courses numbered 800 or above) per academic year shall be as follows:

(a) for those faculty teaching exclusively credit hour courses the instructional workload shall not exceed twenty-four (24) credit hours per academic year;

(b) for those faculty teaching exclusively contact hour courses the instructional workload shall not exceed forty (40) contact hours per academic year;

(c) for those faculty teaching a mixture of credit and contact hour courses the instructional workload shall not exceed thirty six (36) converted hours* per academic year.

3. assignments of instructional workload responsibilities involving at least six (6) credit hours (or nine [9] contact hours) of graduate teaching (numbered 800 or above) during an academic year will result in a downward adjustment of the maximum instructional workload as follows:

(a) for those faculty teaching exclusively credit hour courses the instructional workload shall not exceed eighteen (18) hours per academic year;

(b) for those faculty teaching exclusively contact hour courses the instructional workload shall not exceed thirty (30) contact hours per academic year;

(c) for the faculty teaching a mixture of credit and contact hour courses the instructional workload shall not exceed twenty-eight (28) converted hours per academic year.

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*Converted hours equals contact hours taught plus 1.5 times the number of credit hours taught. For example, if a faculty member taught two three-credit hour courses and two five-contact hour courses his/her converted hours would be nineteen ([1.5 (2x3) + (2x5)]=19)

HOURS OF WORK (continued)

4. ordinarily, no more than six (6) course preparations per academic year will be required of any faculty member; under extenuating circumstances and with the agreement of the faculty member up to eight (8) preparations will be permitted.

5. summer instructional workload will normally not exceed six (6) credit hours with a minimum of two (2) courses for a full load; the instructional workload equivalents of summer workshops, seminars, and short courses will be determined by the department chairperson after consultation with the department faculty;

6. the assignment of thesis and problem advising as well as supervising cooperative work experiences, internships, and practica will be determined by the department chairperson after consultation with the department faculty;

7. it is recognized that exceptions can and do exist to previously noted workload considerations, notably for library faculty, instructional media faculty, printing production faculty, Vocational Technical Institute faculty and faculty supervising the professional semester in the School of Education. These exceptions are noted below.

   (a) faculty engaged in the supervision of a professional semester will not have instructional workload assignments made on the basis of credit or contact hours; rather, instructional workload for these faculty will be determined by consideration of the number of students to be supervised, the schools in which the students are placed, and the faculty resources available to do the supervision; normally the instructional workload will not exceed fifty (50) student teachers per year; in the event that fewer students are to be supervised, additional instructional responsibilities will be assigned after consultation with the faculty member;

   (b) the faculty of the Vocational Technical Institute must allocate their time differently from their colleagues on the remaining portion of the campus; rather than credit hours, student clock hours are the measure of academic experience; clock hours also define faculty workload: instructional, instructionally related, and other; normally, instructional workload represents 60% of the available hours while the remaining 40% is allotted to instructionally related workload (30%) and other workload (10%); all workload is scheduled with the Director of the Vocational Technical Institute; Cosmetology is exempted from the 60%, 30%, 10% breakdown outline above; Cosmetology is a clock-hour program regulated by state law.

(c) the Department of Printing represents an exception to the traditional workload concerns of the majority of the Pittsburg State University academic community. Printing not only is responsible for meeting instructional and other workload expectations, but, in addition, has to meet a production workload requirement. Department of Printing production faculty will have an instructional workload of six courses per academic year and a production workload of ten contact hours per week for the academic year. A combination of these workload factors would be permissible. Other faculty in the Department of Printing will be assigned instructional workload utilizing the general guidelines.

(d) Pittsburg State University, like other institutions of higher education, has technical and public service needs which require at least a forty-hour week. It is recognized that professional librarians have commitments to their discipline and to serve the university and the community. Such commitments and service reduce the hours available for librarianship. For the guidance of librarians and library administrators, a statement of the distribution of time between library, scholarly activity and service tasks would be helpful. Library workload equals 85% of the available hours, while the remaining 15% would be allocated to other workload. Exceptions to this division of workload may be agreed to by the faculty member and the Director of the Library.

(e) Instructional Media represents a unique mixture of educational technology, instructional systems analysis and design, teaching, scholarly activity and service components. Further, the mixture any given semester can vary substantially. The most adequate definition of faculty workload requirements in this area would be to specify the minimum or maximum distribution of assignments as a portion of a forty-hour week. Instructional Media workload will not exceed 40% of such hours and other workload will be allocated to a maximum of 15%.

WEARING APPAREL

I. It will be the policy of Pittsburg State University to supply as a routine matter of instructional support the required individual equipment used by the teaching faculty in fulfilling their professional duties as follows:

A. School of Arts and Sciences

1. Art: aprons, dust masks, gloves, and goggles;
2. Biology: gloves (plastic and rubber), goggles, and lab coats;
3. Chemistry: aprons, dust masks, gloves (asbestos, plastic, and rubber);
4. Nursing: gloves (rubber), lab coats, and scrub gowns;
5. Physics: dust masks, goggles, and lab coats;
6. Speech and Theatre: goggles

B. School of Education

1. Health, Physical Education and Recreation: lab coats, shoes socks and uniforms;
2. Psychology: gloves, and goggles.

C. School of Technology

The equipment listed below will be provided to any faculty of the School of Technology who need the equipment to fulfill their professional duties: aprons, gloves (leather), hard hats, goggles, face shields, welding helmets, shoe covers, and shop coats.

D. Instructional Media

The equipment listed below will be provided to any faculty of Instructional Media who need the equipment to fulfill their professional duties: aprons, gloves (rubber), plastic goggles, and lab coats.

II. "Supply" means:

A. Protective clothing and equipment will be in size and design appropriate to the wearer and the work situation.

B. Adjustment, repair, or replacement will be provided as a normal part of equipment supply.

C. The individual faculty member will discuss with the department chairperson his/her equipment and protective clothing needs as outlined in Section I of this proposal.

JURY DUTY

I. Faculty members will be granted leaves of absence for required jury duty or for other subpoenaed appearances before a court, a legislative committee, or other official judicial or quasi-judicial body.

II. When a faculty member is called for service under provisions of this policy, the faculty member will notify and review with the department chairperson the call and will assist in making arrangements for a substitute. The responsibility of locating a substitute will be that of the University.

III. Faculty members serving jury duty leave will receive their regular salary in addition to jury duty pay.

SHIFT DIFFERENTIAL

It is the policy of Pittsburg State University that no drastic change in a faculty member's traditional work schedule will be implemented until after mutual consultation between the faculty member and his/her chairperson has occurred.

Any drastic change in scheduling will take into account the impact of the change on the faculty member's ability to provide quality instruction, scholarly activity, and service to the University.

GRIEVANCE PROCEDURE

I. Purpose and Definitions

A. For purposes of this document, a "grievance" shall be defined as an allegation or complaint that there has been a violation of a term or provision of this document and/or the written policies included in the Pittsburg State University Handbook (1977), as amended; provided, however, that matters relating to academic or administrative judgment shall be grievable in accordance with this procedure only to the extent that the judgment is demonstrated to be without a rational basis when considered in light of the total evidence available for the decision; and further provided that when a grievance alleges that there has been an unjust or unfair individual merit increment in light of the grievant's performance appraisal, the salary grievance procedure provided in the Salary Article hereof will be used; and further provided that when a grievance alleges discrimination based upon race, color, religion, sex, national origin, age, marital status, or physical handicap, the grievance procedure developed by the Affirmative Action Committee will be used.

B. The term "faculty" shall be defined as:

All General Department Teaching Faculty, Vocational Technical Institute Faculty, and Learning Resources Faculty, and will not apply to the Administrative Personnel, Departmental Chairpersons, Non-professional Employees, Temporary and Part-time Faculty.

C. Whenever possible faculty are encouraged to discuss freely any problems or misunderstandings with concerned parties as they arise in an effort to avoid the necessity of activating this Grievance Procedure. A conscientious effort will be made to redress through this process and resolve difficulties at the lowest level possible.

II. Grievance Process

Step 1: A faculty member who has a grievance will file a written statement with his/her department chairperson within ten class days from the date the faculty member knew or should have known through due diligence of the act grieved. This written statement will include:

a. the name of the aggrieved party;
b. the statement of the facts giving rise to the grievance;
c. the identification of all provisions of written policies alleged to be violated;
d. the date on which the event or occurrence first occurred and the date on which the aggrieved party first gained knowledge of the alleged event or occurrence;
e. the date of the initial submission of the grievance in writing;
f. the relief sought.

GRIEVANCE PROCEDURE (continued)

Within ten class days of the receipt of this communication, the chairperson will schedule a meeting with the grievant at a mutually convenient time. At this meeting, the grievant may bring an advisor of his/her choosing, and the chairperson may have an advisor of his/her choosing. The chairperson will advise the grievant in writing of his/her decision within five class days after the meeting.

Step 2: If the grievance is not settled in Step 1, the grievant may make a formal appeal to the dean of his/her school, or to the Vice President for Academic Affairs for those members not affiliated with a school. The dean or the Vice President for Academic Affairs will hear the appeal.

This appeal must be made in writing within ten days after receipt of the written decision of the chairperson. The designated administrator will review and investigate the grievance in a manner he deems appropriate and will render a written decision to all parties within ten class days of the receipt of the grievance.

Step 3: If the grievance is not settled in Step 2, the grievant may, within ten class days, submit a written request for a hearing. This request will be submitted to the Office of the President of the University and will be accompanied by the original statement by the grievant and copies of the decisions made by the chairperson and the dean or Vice President for Academic Affairs. These data will be made available to the Grievance Hearing Committee.

Every effort consistent with normal operating schedules will be made to conduct a hearing at the earliest practical time. The grievant and the individual(s) charged in the grievance will be notified of the time and date of said hearing.

The grievant and/or charged party may be accompanied to the hearing by an advisor of his/her choice.

The Grievance Hearing Committee will conduct an appropriate hearing to gather evidence pertaining to the issue. During the hearing the grievant, the charged party and any necessary witnesses will have the opportunity to testify and/or present supporting evidence (within the established guidelines and time frames of the group). The Hearing Committee will determine the procedures which will conform to due process and will communicate these to the parties.

Within five class days of the conclusion of the hearing, the Hearing Committee will submit its decision in writing to both Parties. Said decision will be consistent with the statutes and/or existing University policies and with the evidence presented during the hearing. The decision of the Committee will be final and binding unless appealed through the the procedure in Step 4.

GRIEVANCE PROCEDURE (continued)

Step 4: In the event that either party is not satisfied with the decision of Step 3, either may, within ten class days of the day of the decision of Step 3, submit a written request for Appeal Board Hearing.

A. The Appeal Board:

1. Duty: It will be the duty of the Appeal Board to decide if the Hearing Committee's decision (Step 3) was inconsistent with all available evidence or violated existing state or federal law. If the Appeal Board finds that to be the case, the grievance will be submitted to the President of the University for final resolution. The Appeal Board will not make any other judgment on the matter, nor will it offer any alternative solution.

2. Composition: For each specific Appeal Board the three members will be selected as follows:

a. Using random number selection procedure, a representative of the charged party or parties and a representative selected by the grievant will select nine names from the potential pool of chairpersons and directors, full-time tenured or tenure-earning faculty and full-time temporary faculty.

b. The grievant and the individual(s) charged in the grievance will each have the prerogative of striking three names from the names generated in the procedure described immediately above. The charged party will strike the first name. If more than one individual is charged with a grievance, the individuals involved will act as one in striking the names.

c. In the event a Board member is eliminated through a challenge for cause or is disqualified for any reason, three more names will be chosen by random number selection procedure from the potential pool. The grievant and the individual(s) will each strike one name from the list.

d. A person chosen for the Board will not be selected for two Appeal Boards which will be operating during the same period of time.

e. A person from the Grievance Hearing Committee will not be eligible to serve on the Appeal Board for the same case.

GRIEVANCE PROCEDURE (continued)

III. The Grievance Hearing Committee

The Grievance Hearing Committee will be composed of five full-time tenure earning, or tenured faculty who will elect their own chairperson. The chairperson will be responsible for scheduling the hearing, contacting all parties involved, chairing the hearing and the deliberations and writing the findings of the committee. Each committee member will have one vote.

A. For each specific Grievance Hearing Committee, the five faculty members will be selected as follows:

1. Using random selection procedures, thirteen names will be selected from the potential pool of those eligible for this grievance procedure, excluding those from the department of the grievant.

2. A representative of the charged party and a representative selected by the grievant will establish necessary ground rules, select the names for the committee (using the procedure described in III.A.1.), orient committee members as appropriate and make determinations on any challenges for cause of committee members.

3. The grievant and the individual(s) charged in the grievance will each have the prerogative of striking four names from among the names generated in the procedure described in III.A.1. The charged party will strike the first name. If more than one individual is charged with a grievance, the individuals involved will act as one in striking the names.

4. In the event a committee member is eliminated through a challenge for cause or is disqualified for any reason, three more names will be chosen by random number selection procedure from the potential pool of those eligible. The grievant and the individual(s) will each strike one name from the list.

5. A faculty member will not be selected for two Grievance Hearing Committees which will be operating during the same period of time.

6. In the event the committee is unable to reach a decision, the committee will be dissolved and the process described in III.A.1. will be reinitiated. No member from the first Grievance Hearing Committee will be eligible to serve on the second committee.

IV. Other Provisions

A. All time limits will consist of "class days," which are defined as any day on which normal classes or examinations are held. Time limits may be extended by mutual agreement.

B. No restraining, coercive, discriminatory, or retaliatory action of any type will be taken against a faculty member by any supervisor because of the faculty member's desire to initiate or participate in a grievance.

C. Failure of either party to appeal a decision at any step within the specified time will constitute an acceptance of the previous step.

D. All parties shall recognize a mutual professional obligation to keep discussions confidential during the procedural stages of a grievance. Records of grievance procedures will be kept separate from the personnel files, but all the documents must be readily available to proper authority and the parties.

V. Final Resolution

A. The President of the University has the responsibility to make the final decision in the resolution of the grievance.

B. No decision made in a grievance process will constitute a waiver or precedent.

VI. Only grievances that occur after the effective date of this Grievance Procedure will be processed thereunder.

DURATION

This agreement shall be effective from the date signatures hereinbelow through July 1, 1985, to June 30, 1986.

On or before October 1, 1985, either party may notify the other that it desires to meet and confer with respect to a successor agreement.

Pittsburg State University/Kansas National Education Association and the Kansas Board of Regents and Pittsburg State University, agree that should legislation occur during the term of this agreement that would require modification of this agreement, meeting and conferring on the topic involved may occur following such a request by either party to resume discussions.

The foregoing agreement is hereby accepted.

FOR THE ASSOCIATION:

Donald F. Karle
Donald F. Karle
President, PSU/KNEA

11-29-84
Date

FOR THE BOARD OF REGENTS:

Wendell E. Lady, Chairperson
Kansas Board of Regents

12-26-84
Date

FOR THE UNIVERSITY:

Donald W. Wilson, President
Pittsburg State University

11/29/84
Date

APPENDIX

Definition of Teaching, Scholarly Activity, and Service
(From The Core of Academe, Office of Academic Affairs, Pittsburg State University, 1983.)

Teaching: Program Planning, Instruction, Evaluation, and Advisement

Although Pittsburg State University acknowledges its commitment as a teaching institution, this does not mean that the University does not have the obligation to engage in scholarly activity and public service. It does, however, set the teaching/learning process as an institutional priority. Teaching has four components: academic program planning and development, instruction, evaluation, and student academic advisement. The orientation of these elements is relevant to facilitate the acquisition of knowledge and skills and enhance behavioral change.

Teaching is the critical ingredient that provides the mechanism by which two major purposes of the University are achieved. Education should be concerned with experiences which strengthen human relationships, forge common bonds, and enhance the quality of life. Its emphasis should concern areas of our interrelatedness as members of the human community. Education also should develop within students the capacity for further learning in a particular discipline, concentrating on those knowledges and skills unique to the discipline and of value to graduates in the world of vocation. These two purposes then -- one emphasizing the interrelatedness of knowledge and the other focusing on the uniqueness of knowledge -- provide a framework within which the four components of teaching can function.

Professors may teach, but students learn. Further, students are quite capable of learning by themselves. Given adequate resources from which to learn, the human organism is quite capable of self-instruction. The ability to learn independently, after all, is a valued quality of the professoriate. Many educators think that the most significant single outcome of a university education is that students become lifelong learners when they leave the tutelage of the institution. The task of the professor, then, is to arrange the contingencies of teaching in order that learning may be most efficient and effective. A brief description of each of the four components of teaching follows:

(1) Academic program planning and development consist of analyzing the educational goals defined by a particular field of study. These goals are then reduced to objectives which define the scope and sequence of the subject content and learning experiences to be made available to the student. The specification of the scope and sequence of content must recognize the standard parameters of the instructional system in which the academic program is to function (124 semester hours credit, number and credentials of the faculty, facilities available, etc.). The competencies of students entering the program should be specified and opportunities to achieve additional necessary

competencies identified. The task of academic program planning and development is to specify the desired results of the educational process and the most effective and efficient method to achieve those results.

(2) Instruction refers to the process of utilizing resources to achieve an identified educational objective. It is a process with internal order, sequence, and purpose. It is not a random encounter. Knowing what is to be achieved by the student, as well as the student's initial competencies, the professor identifies the knowledges and skills to be taught, the learning experiences to be provided, instructional media to be utilized, the instructional strategies to be employed, and the time and facility resources required. All these are "arranged" in the proper order and time sequence to facilitate the learning of the student. It is possible to categorize instructional methods available to faculty in three broad areas: large and small group instruction used primarily for the dissemination of knowledge; laboratory, practicum, and internship sessions used for skill development; and the tutorial to provide students the opportunity for independent study and faculty for individual guidance (small seminars, reading courses, theses and dissertation, etc.).

(3) Evaluation spans academic program planning and development, instruction, and advising. It provides an objective verification that the academic plan (component one) was carried out (component two); that a legitimate learning experience occurred. Evaluation is used initially in order to determine the needs of students as well as their initial level of competency. During instruction, evaluation is utilized to provide guidance to students to guide their learning experiences, as well as data to the professor to evaluate the instructional process. Evaluation is again employed at the termination of instruction in order to assess the attainment of the course objectives by the student, the performance of the instructor, and the adequacy of instruction. Evaluation may also be used to provide performance data concerning instructional strategies, various forms of instructional media, relevance of the content of the course, and the adequacy of the facilities used in instruction. Evaluation meets two basic needs of teaching: a) it provides information about the student, and b) it provides information concerning instruction.

(4) Academic advising goes beyond the review of requirements for graduating, assisting students in making out a schedule, or signing a class card. It is a vehicle by which the student may develop as an independent thinker and learner. The goal of academic advisement is to assist the student in the exploration of the student's life/career goals and the specification of an educational plan to reach those goals.

It also includes the monitoring of the student's progress towards implementing that plan, the providing of advice and an interpretation of appropriate and inappropriate learning behaviors during the instructional sequence, and an evaluation of the learning experience at the termination of the instructional process. Academic advisement is an active process of sharing between the faculty member and the student concerning any relevant variable associated with the student's academic program. The goal of academic advisement is to assist the student in obtaining as much benefit from his/her educational experience as is possible.

There are a multitude of activities concerned with teaching. Some of those that are representative are noted below. Those provided are meant to serve as examples only. They should not be perceived as the total universe of teaching activities. One is engaging in academic program planning and development, instruction, evaluation, and academic advising when one:

- demonstrates teaching competence in a chosen content area and guides and inspires students;
- integrates current scholarly activities within a given discipline into the overall scope of instructional content;
- holds membership on graduate student committees, and directs theses and special investigations;
- teaches honors courses and provides for individualized instruction where required;
- contributes to course and curriculum development and prepares and uses instructional media;
- experiments with instructional methods and techniques;
- attends conferences, conventions, meetings relevant to teaching in the chosen discipline;
- can demonstrate an impact on students, both objectively and subjectively;
- participates in the academic governance of the academic unit to which assigned;
- contributes to the development of both library and other learning resources relevant to content area of teaching;
- seeks opportunities to interact with colleagues in order to improve instruction;
- is available to the academic community to consult with students concerning learning difficulties and colleagues concerning academic program issues;

- periodically reviews and revises course materials including textbooks, syllabi, evaluation instruments, instructional media;
- maintains academic integrity and the academic standards of the institution;
- provides students with objectives relevant to the course taught, appropriate references, information as to the topics to be covered, and criteria for at least satisfactory performance;
- provides for student evaluation of the course and the instructor and uses the results of such evaluation to revise course and methods of instruction;
- makes available opportunities for students to learn of the primary sources of information associated with a particular discipline or area of study;
- sponsors field trips, outside resource instructors, and student research projects;
- assists students in making rational and relevant academic decisions as an academic advisor;
- observes academic regulations as legislated by the Faculty Senate and instructional "good practices," as recognized by the profession.

Scholarly Activity: Research, Scholarship, and Creative Endeavor

While Pittsburg State University is committed to the idea of being a "teaching institution," that concept cannot be fulfilled apart from a similar commitment to scholarly activity. Scholarly activity has three components - research, scholarship, and creative endeavor - whose principal foci are oriented toward the academic program of the University and are carried out by individual faculty.

These activities are vital to the University and to its academic program, and have an impact on the student as a learner. They are a very real part of the instructional process. As a student progresses through undergraduate studies, the student is constantly moving toward more and more independent learning and learns that research and creative endeavor are necessary elements in the learning process. Students must have models of ongoing scholarly activity in which they can see the possibilities for their own creative talents. Faculty engaged in scholarly activity provide these models. In this sense, scholarly activity is an integral part of teaching.

Research, creative endeavor, and scholarship are also intimately involved in the professional development of individual faculty members. Through the process of sharing the outcomes of professional efforts with colleagues both on and off the campus, validation of progress in developing as a scholar in a discipline is received. Reviewing and critiquing the work of others provides opportunities for faculty to test ideas and concepts developed in their own work. Often

sharing scholarly activity with colleagues on the campus functions as a stimulus to fellow faculty. Since professional development is a lifelong task, sustained effort in this area of involvement is needed.

A detailed description of the three components of scholarly activity follows:

1) Research for the purposes of this discussion will be categorized as discipline, applied, and pedagogical. The first orient towards new knowledge, the second towards the utilization of that new knowledge, and the third towards methods of teaching and learning. Discipline research is that activity which is carried out with the deliberate intent of extending the frontiers of knowledge in a particular academic discipline. Little attention is given to the applicability or practical use of possible discoveries. Applied research is activity that is carried out with the deliberate intent of solving a specific problem in an immediate time frame. The focus of the activity is the applicability of the research to a well defined, real time need. Pedagogical research is activity which explores the merits of one educational approach to instruction over another approach, under what conditions students learn best, how educational material may be organized to enhance the learning process, investigations of the degree to which curricula meet the requirements they have been designed to meet, etc. The sharing of the results of research as outlined later in this paper is an integral part of the research process. The responsibility to communicate the results of research in order to assist colleagues as well as to validate findings is the task of the faculty member. The responsibility to support and facilitate research efforts on the part of the faculty is the task of the academic administrator.

2) Scholarship is an area of scholarly activity that refers to updating and extending an area of study within the professional life of the faculty member. University professors must be constantly alert to new and innovative directions in their discipline if their leadership in the classroom is to be truly effective. It is this kind of activity that frequently spells the difference between professors who are inspiring and creative in their role as teachers, as opposed to those who continue to use only notes on aging yellow pages. Faculty engaged in scholarship are those who take advantage of the opportunities to remain viable and active in their particular area of specialty. The development and sharing of ideas; the conception and implementation of new and creative instructional materials; participation in conferences, conventions, workshops, professional meetings; and the publication of articles and monographs in areas other than research are samples of such activities.

3) Creative endeavor refers to the result of the production of creative work by faculty. Creative endeavor is most easily identified when associated with the performing arts (theatre, music, dance) and the fine arts (two and three dimensional art and writing). It is also most appropriate to apply it in the area of applied arts (architecture, graphics and printing, design, and decorating). Creative endeavor involves not only the creation of a tangible product, but the subjection of that creative piece to judgment by public and peers through the vehicle of performance, show, publication, display or exhibit. There is some overlap with the area of scholarship. For example, an article dealing with the impact of carbon steel by its inventor could be classified as creative endeavor.

Some examples of the type of activities indicative of scholarly activity are as follows. Those provided are meant to serve as examples only. They should not be perceived as the total universe of scholarly activities.

. production, exhibition, or performance of creative works;

- delivering invited lectures, papers, speeches, or presentations at colleges or universities, professional meetings, conventions, and conferences;
- submission of products of scholarship to colleagues for evaluation and critique;
- collaboration with colleagues on the local and other campuses in activities oriented toward making a contribution towards the advancement of knowledge, methodology, or development of a discipline;
- applying for and receiving grants and awards;
- obtaining recognition regionally, nationally or internationally for recent as well as past contributions to a particular field of study by a variety of means (requests for reprints, paper reading invitations, citations of research, invitations to exhibit, etc.);
- participation in institutes, short courses, seminars, and workshops that are related to the faculty member's discipline;
- publication of the result of research, scholarship, and creative endeavor through vehicles such as: monographs, textbooks, papers, abstracts, book reviews, poems, plays, various musical compositions, etc.;
- is a member of professional societies relevant to a specific discipline;
- obtains copyrights or patents on works produced;
- engages in specific self-study or a professional growth plan to enhance professional competency;
- edits papers for journal publication, grant proposals for award, chapters for books or other scholarly activity of like nature.

Service: Institutional, Professional, Community

Pittsburg State University strives, through its faculty and staff, to provide excellent teaching, quality scholarship, and meaningful service. Service activities have the potential to make positive contributions to both scholarly activity and teaching and have been a traditional part of all academic communities. This service manifests itself in three areas: institutional service, professional service, and service to the community.

It is recognized that faculty members possess talents and interests in a variety of fields and are capable of rendering service in areas quite unrelated to their discipline, as well as those that are very closely related. Although they should not be discouraged from providing service in any field in which they have an interest, it should be understood that faculty activities are, as a general rule, considered to be valid university service only when they are performed using competencies relevant to the faculty member's role and/or area of specialization at the University. Services provided through an avocational interest or associated with some special talent or skill not related to one's professional competence or assignment will not be considered valid University service unless the performance of the service is in some manner related to one's University appointment. For example, if a faculty member whose discipline is psychology sings in the community chorale, such service would not be considered as a University contributed community service. On the other hand, if that faculty member led group marriage counseling sessions for the YMCA, such service would be a legitimate contribution of the University to the community. Should a member of the psychology faculty be invited to provide a service (one not related to that discipline) because of the fact that the individual is affiliated with the University, such service would also be considered as a University contributed service. Faculty members are encouraged to pursue any opportunity to participate in the improvement of the quality of life in the community as citizens of that community and as examples of good citizenship. Service activities have the potential of making significant contributions to teaching, scholarly activity, and the quality of life in the academic and lay community. The setting of academic policies and regulations, guiding of curriculum development, contributing to the acquisition and use of library media and instructional technology are intimately related to the teaching function of the faculty member and the University. Consulting, speaking to groups external to the academy, planning professional development opportunities, and serving in professional societies contribute more than tangentially to one's scholarly activity. Representing the University at various community functions, serving on community committees, providing training to lay groups, and giving of one's expertise in accomplishing community tasks influence positively the quality of life in the community as well as the University.

A detailed description of the three components of service follows:

1) Institutional service consists of serving on departmental, school, and University standing and ad hoc committees. In addition, teaching in continuing education credit and non-credit programs both on and off campus are also considered in the service category as are activities associated with completing special studies and projects for the University (e. g., studying the economic impact on Southeast Kansas, surveying the adequacy of academic advising in a particular academic unit, etc.).

2) Professional service consists of serving in some official capacity (officer, committee member, discussant, reviewer, session chairperson, editor, etc.) the needs of a professional society or organization related to some degree to the discipline area of expertise of the faculty member. Professional service should also be acknowledged for establishing consulting relationships with government, business, or industry whether that service receives compensation or not. The key here is that the faculty member is recognized as having an expertise that has been sought after. If the service performed is considered as an integral part of the faculty member's assignment (such as "on loan," exchange, or various released time arrangements), then it should also be evaluated in the most relevant category (e. g., administering a workshop for the Environmental Protection Agency would be teaching, performing research for pecan growers in Northeast Oklahoma would be scholarly activity, or developing a computer program for a small business would be service). Relevance to the faculty member's area of expertise still remains the overriding factor.

3) Community service literally includes that remainder of the myriad of activities that faculty perform for the local and regional community in which they live that are related to University expertise or affiliation. Serving on various city, county, state, and regional (or federal) committees in a wide variety of capacities are categorized in this particular area. Non-governmental and not-for-profit agencies and organizations are also included here. It must be remembered that the categorization of service activities in many cases will be arbitrary and the degree of accuracy with which one categorizes service is not precise. The critical task is to first, do the service, and second, to categorize that service. The only reason that these classifications are presented is to provide some structure that will enable faculty and academic administrators to define relevant service activities, not to place them compulsively into a variety of categories.

Examples of institutional service, professional service, and service to the community may take the form of any of the sample activities given below:

- provides academic and career counseling and advisement to students on a regular basis,
- participates in non-credit continuing education programs both on and off the campus,
- plans and leads non-credit workshops, institutes, discussion groups,
- functions as an officer of local, regional, national, or international professional organizations,
- serves on departmental, school, and University committees,

- assumes a variety of administrative responsibilities relating to both the academic and support services of the University community,

- conducts various institutional studies,

- contributes services to the community that are relevant to the faculty member's role at the University,

- consults as requested with government, business, and industry to solve a variety of applications of the faculty member's expertise,

- participates in sponsoring various student clubs, societies, organizations' activities.